R E P O R T R E S U M E S

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EDUCABLE MENTALLY RETARDED PROJECT, ORANGE COUNTY PUBLIC SCHOOLS.

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PREPARED BY TEACHERS OF THE RETARDED, THIS CURRICULUM GUIDE OUTLINES AN ELEMENTARY ACTIVITY UNIT ON HOME AND COMMUNITY LIVING AND A SECONDARY UNIT ON THE CITRUS INDUSTRY. INSTRUCTIONAL MATERIALS ARE LISTED. ADMINISTRATIVE GUIDELINES ON CLASS UNITS, STUDENT PLACEMENT, AND TEACHER QUALIFICATIONS ARE INCLUDED. (MY)

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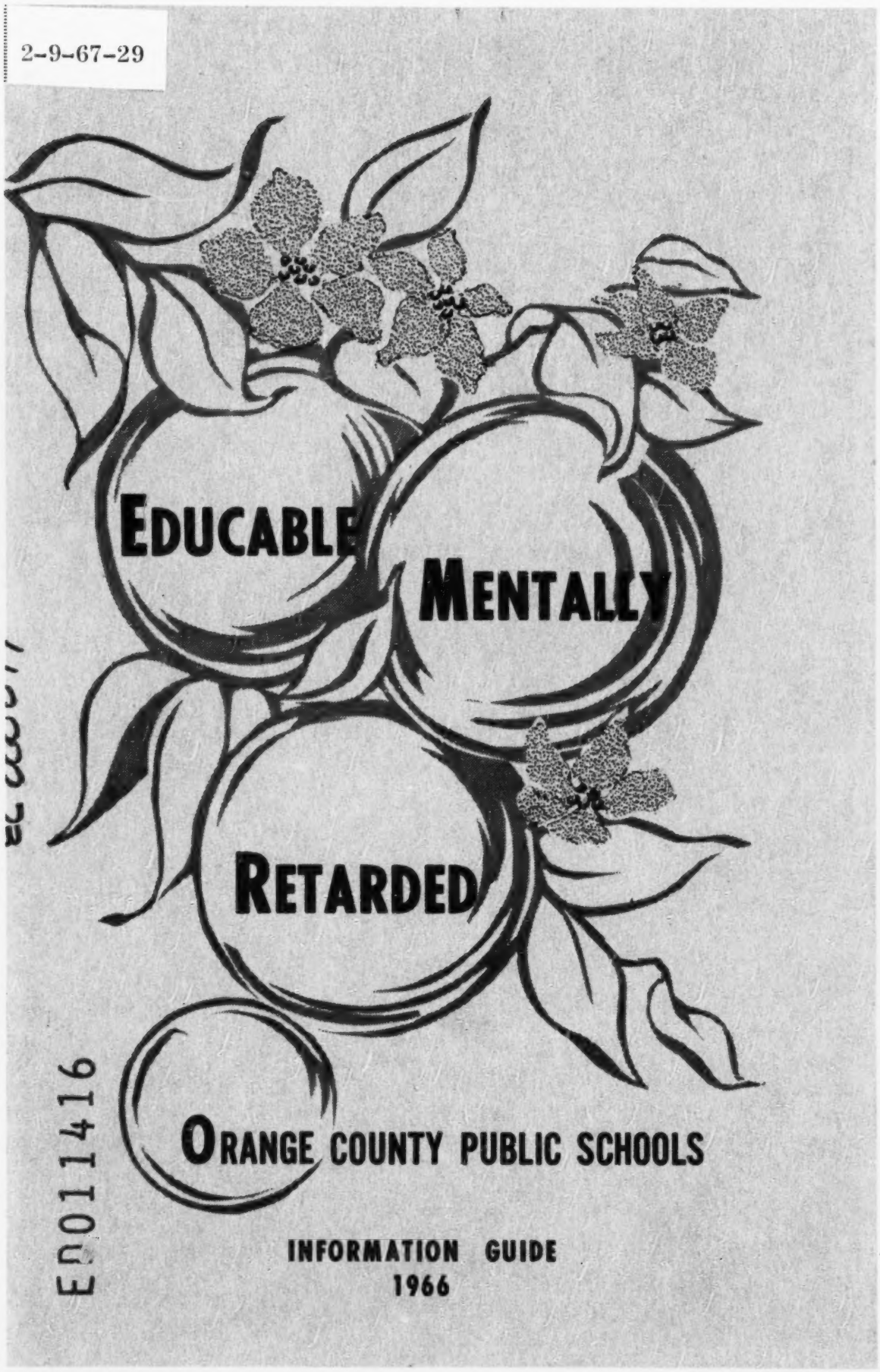

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ORANGE COUNTY PUBLIC SCHOOLS
EDUCABLE MENTALLY RETARDED PROJECT
(Federal Project 6603)

This suggested guide for the instruction of the Educable Mentally Retarded is the product of a group of teachers who will be working with that group in the term 1966-67. The workshop was in conjunction with course work of the University of South Florida and Continuing Education Program. This concerted effort made possible by funds provided under the terms of Title I, The Elementary and Secondary Education Act of 1965. Public Law 89-10.

Since the Educable Mentally Retarded child's success in school or life will not be in terms of academic achievement the program of regular grades does not meet his needs. His growth and success now, and as a contributing citizen will depend on his appreciation of his accomplishments, his ability to get along and communicate orally with others, the work habits he has developed, and how well the gap from school to employment has been bridged.

To this end we hope this guide will be of help to those implementing classes for Educable Mentally Retarded.

Appreciation is expressed for the many hours spent by all members of the workshop as well as the numerous competent consultants.

Russel R. Below, Assistant
Superintendent - Instruction

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EDUCABLE MENTALLY RETARDED PROJECT

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PHILOSOPHY

According to democratic ideals every child is entitled to an education appropriate to his needs. This holds true for the mentally retarded as well as the average child. However, education of the mentally retarded must be accomplished by different methods and materials from those used for the normal child, because his educational needs are different.

Education must offer the mentally handicapped the opportunity to develop socially, emotionally and vocationally. Emphasis should be placed on the development of character and adequacy in the social and occupational areas, rather than on academic knowledge. But the main objective is to help him to learn to become socially adjusted and to reach some accomplishment in an unskilled or semi-skilled occupation.

The major consideration in planning an educational program for the Educable Mentally Retarded is to plan it so that when the child leaves school he will have had the kind of experiences that will help him to live as an adequate, self-sufficient citizen of his country.

CHARACTERISTICS

The educable mentally retarded child is more like than unlike the average child. His differences are more a matter of degree than of kind and individuals in the group vary widely. He is closer to average standards in physical and social development than he is in mental development. It is the degree of his mental ability that sets him apart.

In general the learning characteristics of the educable mentally retarded may be stated as follows:

1. He learns through real-life concrete experiences rather than through abstract ideas.
2. He is limited in his ability to generalize and to form concepts.
3. He needs extensive drill.
4. He is easily distracted.
5. He learns by handling things - materials should be large.
6. He is retarded in his language development.

ACTIVITY UNIT
Elementary

HOME AND COMMUNITY LIVING

Purpose of this unit:

To develop in the child an awareness of his place in the home, school, and community.

The length of this unit should be geared to fit the needs and interests of each group. At least six weeks will be needed to cover most of the suggested activities. Many of the activities can be used with all the children in a self-contained class; whereas, many activities will be used only with primary or intermediate children depending on the needs of the child. Some of these activities can be done daily throughout the year.

Objectives:

1. To provide opportunities for working with others.
2. To emphasize the child's place in his home.
3. To develop habits of personal health and safety.
4. To emphasize the child's place in his school.
5. To emphasize the child's place in his community.
6. To provide social training for the child.
7. To promote desirable habits and activities.
8. To promote better use of leisure time.
9. To develop sense of responsibility in each child.

THE CHILD AND HIS HOME

Activities about the child and his home:

1. Introduction - Let each child introduce himself. Encourage him to tell about his home, family, hobbies, pets, etc.
2. Write stories about each child. Put stories on charts for reading in the future. Include a picture of the child.
3. Plan and make a booklet titled "Me." Use picture of the child on the front. Inside include pictures of family and community helpers. Also include drawings and writing lessons. Pictures of family and helpers may be drawn, cut from magazines, or mimeographed (Continental Press Materials).
4. Make a silhouette of each child. In dark room make a shadow outline drawing of each child on white paper. Cut silhouette from black paper, paste on white paper. These may be used as decorations in rooms or as gifts to parents.

5. Use lesson 9-10, "The Home and Family," from Peabody Kit.
6. Let each child make a life-size figure of himself. Using brown paper, draw around the child. Then fill in details such as facial features and clothing. Paint with tempera. Use in classroom for decoration.
7. Plan party for parents. Write invitations, decorate them, etc. In planning refreshments, plan cost, amount needed, ways of serving, greeting guest, etc. This is a good chance for the mothers to see the class and the work that's going on. Possibily the children could be doing an art project when they come. Also plan and serve refreshments.
8. Provide experiences to enable each child to learn his address, telephone number, father's name, mother's name, father's occupation, and birthdate.
9. Provide experiences to enable each child to recognize and to write his name.
10. Provide experiences in counting number of rooms in each child's house, number of trees in his yard, brothers, sisters, number of boys and girls in the class.
11. Make a family tree of each child.
12. Discuss manners in the home.
13. Discuss chores of each child at home.
14. Encourage the children to share experiences and articles e. g. toys, books, models, etc. brought from home.
15. Provide experiences to enable each child to read the following words:

    family - baby - brother - mother - father - grandfather - grandmother - aunt - uncle - cousin - pet - house - home - bathroom - living-room - bedroom - yard - trees - roof - porch - chimney
16. Provide experiences for intermediate age group such as naming utensils found in the kitchen, drawing pictures of utensils, bringing them to class and discussing use of each. Such utensils might be knives, can openers, egg beaters, strainers, mixers, irons.
17. Provide practice in correct table setting. Count silver, plates, etc. Learn the names of each piece of silverware to be used and the correct use of each.
18. Learn - practice table manners.
19. Discuss safety in the home, e. g. kitchen and bathroom.
20. Make safety posters.
21. Learn list of safety words:

    danger - poison - keep out - fire - handle carefully - exit - escape entrance - look - stop

22. Use filmstrips with any of these activities.
23. Make up problems about people in class such as counting the number of boys in class, the number of girls, the number of brothers and sisters of each child. Addition and subtraction can be worked in also.
24. Teach correct way of making a bed.
25. Provide experiences in soap carving, clay modeling, toothpick sculpture, etc. Possible subjects could be pets or other animals at home.

Activities about transportation and safety:

1. Discuss ways of getting to school. Bus riders should be taught bus time and be able to recognize their bus numbers. Bike riders and walkers - discuss and learn best and safest route for each to get to school.
2. Encourage habits of safety in getting to school.
3. Make safety posters.
4. Make reading charts of simple safety rules.
5. Write jingles, poems, and songs about safety.
6. Discuss pedestrian safety - how and where to cross the street. (Provide experiences in this area.)
7. Discuss what to do if a child should get lost.
8. Discuss safety patrols. Respect for them should be emphasized.
9. Provide experiences to learn to read and to know the importance of these signs:

   stop - go - traffic lights - railroad crossing - danger - beware of dog - etc.

   Make these signs if they aren't available.

Activities on getting ready for school:

1. Include activities on personal grooming:
   Place emphasis on how to wash face and hands, caring for teeth, learning to bathe frequently and taking care of clothing. Make a health wheel chart and check each child for:

   teeth - hair - nails - ears - face - neck - also check shoes and clothing (handkerchief)

2. Make a health house. Use large pieces of poster board cut in shape of a house. Make a window for each child with a picture of the child behind the window. If he passes the health check he may open his health window. This can be done daily.
3. Learn songs about health habits.

The Organization of the School:

1. Meet each school worker. Learn what job each does. Draw pictures from magazines to use in a booklet.
2. Provide experiences to enable child to recognize the following words:
   principal - secretary - teacher - Grey Lady - custodian - kitchen helpers - music teacher - librarian - art teacher
3. Learn location of main rooms in the school: clinic, office, library, lunchroom, auditorium, and dressing rooms.
4. Make simple map of school. Locate each room mentioned in number 3 in relation to own classroom.
5. Place emphasis on direction in map making: north, south, east, and west.
6. Learn safety rules of the school: walking in halls, fire drill procedures, etc.
7. Discuss bathroom habits.
8. Discuss lunchroom habits.
9. Learn cost of lunches.
10. Develop responsibility of lunch money.
11. Let each child make coin purse for keeping money.
12. Learn various coins and how to count lunch and milk money.
13. Provide experiences in counting the number of children bringing lunch and those buying lunches.
14. Discuss care of school property.
15. Assign room helpers.
16. Teach proper way of cleaning boards, dusting, washing sinks, etc.

Food Activities:

1. Discuss food - well balanced meals.
2. Plan meals.
3. Learn 4 major food groups: bread and cereals, fruits and vegetables, meat, and milk products. Make bulletin boards and charts of food groups.
4. Discuss importance of a good breakfast.
5. Provide experiences for the child to use foods in number work. Bring in food to use for counting. Make fruits to count together. Such as apples, oranges, bananas, etc. Divide them into fractions - learn wholes, halves, thirds and fourths.
6. Write and present a play about food.
7. Bring newspaper ads about food to class.
8. Plan grocery lists for ads.
9. Bring pictures of food.
10. Make a grocery store. Use food cans and boxes. Draw pictures of fruits and vegetables. Mark price of each. Let children buy food from grocer.

11. Use Peabody Kit Lessons 15, 17, 28, 35, and 37.
12. Use mimeographed units from Continental Press-Time Levels 1, 2, and 3. Time unit can be used in connection with school time, recess time, lunch time, story time, going home time, bedtime, dinner hour, etc.,forenoon, afternoon, etc.

COMMUNITY HELPERS

Mimeographed papers are available through Continental Press. Many are included in this unit. A few helpers will be discussed in detail. The other may be included in similar activities. Below is a list of helpers. The helpers you study should depend on your class.

fireman - postman - policeman - dentist - nurse - doctor - druggist - grocer - milkman - garbage man - service station attendant - pilot

In general:

Make a simple wall map of the community including the home of each child and the school. Later, as each are studied, include the post office, fire station, police station, hospital, etc.

Example of a helper unit - The Postman.

1. Visit post office.
2. Have postman visit the classroom.
3. Make mailbox for classroom.
4. Write letters - mail them in classroom mailbox.
5. Let each child be the postman - deliver the letters and sell stamps.
6. Write thank-you notes to postman or post office. This can be a class project. The teacher can help class and write the note on the board. An older child can copy it. Then it can be sent to the post office.
7. Write experience story about trip to the post office.
8. Make television set and include each helper studied. Construct set out of card board box. Use brown paper for screen rolling it through the box. A picture of each helper can be drawn, colored, or painted on the paper with a few sentences on the bottom. This will serve as a review of all the helpers when completed.
9. Encourage the children to bring magazine pictures of postmen.
10. Place emphasis on the following reading words:

*post office - *postman - mail - stamps - *mailbox - *airmail - mail truck - special delivery

*Discuss as being compound words

11. Study various stamps. Buy stamps of various denominations - 3¢, 4¢, 5¢, etc.
12. Encourage stamp collections.
13. Draw pictures of post office.

Fireman

1. Discuss procedure for fire drills. Provide experiences for the class to practice drills.
2. Learn to report a fire.
3. Practice using play telephone: dialing numbers of firemen, police, etc. This gives experience in recognizing numbers, following directions, and speaking clearly.
4. Learn positions of fire exits, alarm box, etc.
5. Visit fire department.
6. Study fire hydrants.
7. Emphasize the following reading words:

   *fireman - *raincoats - ladder - hose - fire truck - fire station - water - badge - engines

   * Compound words
8. Discuss history of fire engines - practice bucket brigade.
9. Show filmstrips of helpers.
10. Make jingles about helpers.
11. Read a story about helpers.
12. Make experience charts about visit to fire department. Other helpers may be studied in the ways suggested above. Possible activities are: visiting the helper, filmstrips, recognizing reading words, telling of experiences with a helper, making riddles, and jingles, learning helper songs, pantomiming each helper, making up arithmetic problems about each, playing counting games, and learning to spell appropriate words used in unit.

As a review of these helper lessons, "Community Helpers," in (Lesson 5-6) in the Peabody Kit may be used.

In the unit method of approach various subject areas should not be taught in isolation, rather the unit should be culminated to include all phases of the curriculum.

This unit will include the various areas of curriculum in the following ways:

1. Physical training will be provided in finger play, (Peabody Kit) pantomiming, games, and action songs such as "This is the way we Wash our Hands," (tune - "Here we go Around the Mulberry Bush.")
2. Social training will be stressed in development of good habits in table manners, cleanliness, courtesy, safety, working on projects with other students.
3. Academic growth.

LANGUAGE ARTS

Reading - recognition of letters, words and figures forms; increasing speaking vocabulary by oral expression.

Reading experiences will be provided in using charts writing stories, recognizing words necessary for effective living, and reading simple stories.

LANGUAGE ACTIVITIES

Activities will be provided in speaking, such as using the telephone, sharing, etc. The tape recorder will be of benefit for development of oral expression. Puppets can be effectively used in dramatizations. Written communication can be used in writing thank-you notes, stories, jingles, poems, and riddles.

SPELLING

Spelling should be based on words used in connection with the child's home, school and community. Word list will be different for the children depending on their abilities. Handwriting activities include writing their names, numbers, stories, and spelling words. Both manuscript and cursive writing will be taught in the self-contained classroom.

SOCIAL STUDIES

Social Studies activities may be included in social training. Also included will be history of helpers, e. g., fire engine development. Geographical terms as north, south, east, and west will be learned in map making.

Effective social living is of prime importance to these children.

SCIENCE - HEALTH - SAFETY

Science may include the study of food, animals, safety at home and school.

ARITHMETIC

Nearly all these children can be taught simple processes in computation. Activities begin with counting objects then proceeding with adding, subtracting, buying, selling, telling time, measuring, etc.

THE ARTS

Art activities will include handicraft training in soap carving,

toothpick sculpture, and clay modeling. Other activities include drawing, coloring, painting, leather work, poster making, planning and making bulletin boards. Music should be provided in songs, singing games, and dances.

Secondary

UNIT: THE CITRUS INDUSTRY

I. Objectives:

1. To provide for the development of acceptable social skills.
2. To develop an understanding of the importance of citrus and its products.
3. To develop the importance of thriftiness in dealing with citrus products.
4. To develop respect for conservation measures.
5. To develop skills in the preparation and use of citrus products in the home.
6. To develop an understanding of the different processes involved in the citrus industry, namely: planting, caring of trees, picking, packing, processing, and marketing.
7. To provide for the emotional development and stability of all pupils through daily lesson planning.
8. To develop a functional program that meets the physical needs of all pupils.
9. To develop activities for the crippled and neurologically impaired children.
10. To develop skills in good developmental and functional speech.
11. To provide for a wide range of individual differences (academically).
12. To provide a setting for and expectation of achievement of pupils in terms of their scholastic aptitude and other attributes.
13. To provide lesson presentations with appeal to utilize visual and motor sense.
14. To develop within the child the importance of being prompt, honest and studious workers.
15. To improve the self concept of each pupil.
16. To develop within the child an awareness of the job opportunities available to him.
17. To provide parent education so that parents will accept the limitations of the child in academic achievement, and accept the child for his abilities and his worth-whileness.
18. To provide opportunities for children to be prepared when they leave school to go directly into a work program.

19. To correlate the school program in such a way that it will supplement a work experience program. (For those students who are expected to drop-out or leave school a work experience is recommended. The student will spend one half of the day in academic studies and the other half of the day doing various jobs in the community.)

II. Attitudes and Appreciations
1. To develop an appreciation for the part that fellow workers play in the total production process.
2. To develop respect for the citrus industry as it is related to the health and economic welfare of the child.
3. To develop an appreciation for the part the school plays in their future welfare.
4. To develop wholesome attitudes toward fellow workers.
5. To develop the ability of each pupil to see the worth of others.

III. Skills and Abilities
1. To promote skills in sharing, planning, discussing, carrying out and evaluating learning experiences related to the citrus industry.
2. To improve each child's ability to listen, to report to the group, and to take turns.
3. To establish habits of safety, cleanliness and courtesy.
4. To develop skills in following directions, in carrying out an assignment and in working on a project.
5. To improve motor coordination by acquiring facility in use of specific muscles.

IV. Motivation
1. Introduction to citrus origin.
2. Displaying of magazines and pictures.
3. Displaying of materials from the citrus industry.
4. Displaying table showing cans, juice cartons, etc.
5. Showing films.
6. Telling stores.
7. Playing recordings.

V. Introduction
1. Discussion of display
   a. Where does juice come from?
   b. Why should families drink juice or eat citrus products?
2. Assignments to obtain further information through reading and through discussion with parents.
3. Film on Florida would be appropriate.

VI. Problems

1. Where did citrus have its beginning? In Florida?
2. How does the citrus industry affect our economy in Central Florida?
3. What part does the citrus industry play in our daily life?
4. What are some of the by-products of the citrus industry?

VII. Activities

1. Visit a citrus factory. Make a report on processes used.
2. Reports on size and sweetness of various citrus products.
3. Report and discuss laws governing the visiting of the citrus groves.
4. Do creative writing.
5. Write letters of invitation to resource persons - letters to the State Capital for materials.
6. Teach citrus vocabulary.
7. Provide experiences for listening for directions and following instructions.
8. Discuss the various uses of citrus.
9. Discuss particular climate needed for growth of citrus.
10. Discuss particular insects harmful to citrus.
11. Plant seeds and seedlings as classroom project.
12. Have students bring to class various types of soil needed in growing citrus.
13. Collect pictures and discuss the new methods used in farming and harvesting.
14. Show filmstrips related to citrus.
15. Compare price of frozen and canned jucie. Which one is more economical?
16. Show film - "Let's Measure."
17. Demonstrate liquid and dry measure.
18. Compare prices per box per day for picking different fruits.
19. Measure number of oranges needed to fill a box as compared with the number of other citrus. (grapefruit)
20. Compute prices paid to g vers.
21. Compute price paid for packing wages per day, week, month.
22. Compute wages for hoeing, spraying, tractor driving.
23. Write checks, money orders and receipts.
24. Compute income tax and fill out forms.
25. Dramatize opening bank account.
26. Provide experience in using the telephone.
27. Make out job applications (practice applying for a job).
28. Stress neatness and accuracy in writing application forms. Stress neatness of appearance when applying for a job and while on the job.

29. Discuss importance of wearing the right kind of clothes for work. (Heavy and clean clothes for grove work, lightweight for hoeing and spraying.)
30. Make recipe boxes.
31. Make and try out recipes.
32. Plan menus. Set and serve a breakfast.
33. Practice preparing the table.
34. Practice eating together. (How to eat in public.)
35. Practice taking orders (restaurant demonstrations using waitresses, managers, cashiers, kitchen help).
36. Make checklist on errors in manners, serving and seating.
37. Discuss the use of citrus as jelly, wine, marmalade, perfume, citron, crystalized fruit, and food for livestock.
38. Discuss the difference between orange juice and orange drink.

VIII. Culminating Activities
1. Scrapbook
2. Papier mache fruit
3. maps - geographical and weather
4. Short playlet
5. Display of citrus products made by students

IX. Evaluation
1. Oral discussion
2. Tests
3. Teacher observation

X. Resources: Films (available at Orange County Material Center)
1. Story of Citrus Fruit.
2. Birth of the Soil.
3. Irrigation Farming.
4. Measurement in the Food Stores.
5. Florida.
6. Your Friend, the Soil.
7. Climates of the United States.
8. Let's Learn to Predict the Weather.
9. Money In The Bank and Out.
10. Getting a Job.
11. Getting Ahead in My Job.
12. Understanding Myself.

ADMINISTRATION

The administrator's philosophy toward education of the Educable Mentally Retarded will have more influence on the success of the program than any single factor. This will be reflected in the selection of teachers for the unit, the assignment of classroom space, the curriculum, the procurement of equipment and instructional materials, the assignment of pupils and public relations.

Administrative Units

ELEMENTARY

Self-contained classes are recommended for all elementary units with integration in assembly programs, lunch periods and physical education classes. The teacher or supervisors in special subjects such as art, music, library, and speech should work very closely with the teacher of the special unit. It is recommended when there are sufficient numbers in a given school for two units of Educable Mentally Retarded that they be divided into two groups - A primary group made up of chronological ages of about six to about ten years and those from about ten years to about thirteen years in an intermediate group. None should remain in the elementary program after they have reached fourteen years old.

SECONDARY

It is recommended that in the secondary school the Educable Mentally Retarded be assigned to the special teacher for about one half of each student's time in school. The other half of his time should be spent with normal children in home room, assembly, health, physical education, music, art, home economics, industrial arts, club, and lunch periods. A self-contained room may be advisable for a class of the lowest ability in a secondary school having several special units. Educable Mentally Retarded children should never be assigned to study halls. Flexibility is the secret to scheduling for special class pupils. The special class teacher should not be assigned a home room. The special room because of its furniture, equipment and materials is not conducive to the home room functions.

Classroom

A unit and one half sized room is needed for a self-contained class. Never should it be less than standard classroom size. One half the space is needed for crafts and activities and the remainder for academic work. Running water and sinks are very important in or adjoining the special classroom. The classroom should be in the area of rooms housing others of approximately the same chronological age.

Assignment of Students

Pupil assignment to Educable Mentally Retarded classes should be the basis of social, emotional, physical and academic needs. A maximum of fifteen may be assigned to a class; some classes need to be smaller. These needs should be determined by a board of admissions who would evaluate each student in the above areas from the student's records and/or direct contacts with him. Ideally this board should be made up of the following:

1. Coordinator of special education.
2. Supervisor of Special Classes for Educable Mentally Retarded
3. Principal
4. Guidance Counselor
5. Psychologist
6. Physician
7. Social Worker

An abbreviation of the above list may be necessary for expediency but never should it be less than (a) A representative from the county office level and (b) two of the above from the local school and (c) the school psychologist. No pupil should be assigned to a special unit if his needs can be adequately met in the regular classroom. The I. Q. should range from about 50-75. The I. Q. should be obtained from individual psychological test administered by a competent psychologist, within two years of consideration of the board. Parents permission should be obtained for assignment after they have been helped to understand and appreciate the child's needs and how these needs can be better met in this program.

Report Cards

The report card for the normal children can be adjusted to meet the needs of the Educable Mentally Retarded by using all items that are applicable and inserting a sheet on which can be recorded additional information.

QUALIFICATIONS OF TEACHER

The special education teacher should have at least a Bachelors Degree from an accredited College: with 12 hours in special education courses in the following areas:

1. The Introduction to Teaching Exceptional Children
2. Psychology of the Mentally Retarded
3. Curriculum and Speech Development

The special education teacher should have a well rounded personality to cope with the students and the parents of the mentally retarded. The teacher should possess flexibility, initiative, ingenuity, creativity, tolerance, and understanding of the mentally retarded child.

A teacher of the mentally retarded child should be aware of the clinical and school services that are provided.

As a warning to former regular classroom teachers it should be noted that high academic standards are not to be over-emphasized in the mentally retarded child which may cause emotional frustrations.

Good physical condition, emotional stability and well balanced personality constitute desirable traits for the successful teacher of the mentally retarded child.

INSTRUCTIONAL MATERIALS

Traditional textbooks do not meet the needs of the Educable Mentally Retarded.

The selection of books and materials should be left to the discretion of the teacher. The type of activity selected by and for the class will determine the material needed. For psychological and public relation reasons books and workbooks should be selected that can not be indentified and compared with those used by other children.

Craft tools should be selected that will be used in integrated activities. Every intermediate group should have a woodworking bench and some tools needed in working with wood. Leathercraft lends itself well to the secondary groups and some upper elementary. Teen-age children, boys as well as girls, can profit from laundry, cleaning and cooking experiences.

Broadly speaking, the needs of the class should determine materials purchased.

RESOURCE AND TEACHING AIDS

Elementary

Melmout Publishers, Inc.
1224 W. Van Buren St.
Chicago, Ill. 60607

Exceptional Children Magazine
P. 364
March 1965
Vol. 31 No. 7

23 Curriculum — Oriented Titles Tell Complete Story of Indians of the Americas
Interest Level 1-6
Average Reading Level 3
$2.50 list each
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The Continental Press, Inc.
Elizabethtown, Pennsylvania

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Time Level 3
Useful Language Level 2
Number Concepts Level 1

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